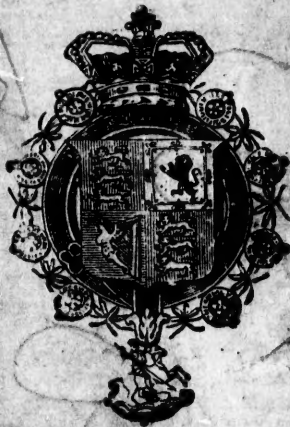


Nova Scotia School Series.



THE ROYAL
SCHOOL PRIMER

PRESCRIBED BY THE COUNCIL OF PUBLIC
INSTRUCTION FOR USE IN THE PUBLIC SCHOOLS
IN NOVA SCOTIA.

ILLUSTRATED.

HALIFAX: A. & W. MACKINLAY.

1896

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THE ROYAL PRIMER WALL-CARDS.

For class-teaching, the large-type lessons in this book, with the pictures, have been published in a large form, as Wall-sheets for the School-room.

HINTS TO TEACHERS.

1. Teach the children to read the words at sight on the Wall-sheets, without spelling them.

In English, spelling is frequently of no use in helping a child to read; for example, the pronunciation of many of the most common words, such as one, two, does, who, &c., cannot possibly be learned from the spelling. In Reading-lessons, all such words must be taught each as a whole.

Spelling is of use, not so much for reading as for writing; and it is therefore of the utmost importance that slate-writing should be introduced as early as possible. For this purpose, the simplest possible form of character has been adopted in this book, as a first step towards writing.—See note on Slate-writing, page 2.

2. Make constant reference to the pictures in the Wall-sheets, and always point to the parts of the animals and the other objects as they are mentioned in the lesson.

The principle of association comes powerfully into play here. The picture suggests the whole story, and the parts of the picture suggest the words used in telling the story. We have abandoned the plan of forcing into the Primer all the possible sounds of the vowels and consonants. On that plan, the child is made to utter a great many sounds which it has no occasion to use; to learn a great many words which it cannot understand; and often to wade through pages of tiresome repetition, and even of pure nonsense. We have used the child's own vocabulary. We have simply told the story of each picture as the child might tell it, using no words which a child is not itself in the habit of using daily.

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THE ALPHABET.

SMALL LETTERS.

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

CAPITAL LETTERS.

A B C D E F G
H I J K L M N
O P Q R S T U
V W X Y Z

TO TEACHERS.—This book has been arranged in two parts—Reading-lessons and Word-lessons—so that they may be taught either together or separately. The length of each day's lesson is left to the discretion of the teacher.

The Word-lessons at the end of the book (page 27, &c.) contain all the words employed in the Reading-lessons, grouped with additional words of the same sound. As they are systematically arranged, and of progressive difficulty, they are well adapted for showing the child the process of word-building from single letters.

PRINT-WRITING ALPHABET

SMALL LETTERS.

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

CAPITAL LETTERS.

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

PRINT-WRITING.—This new form of letter is specially adapted for being copied with the pencil or pen. The letters are not the ordinary written characters or the so-called script, but such a modification of printed characters as a good *pen-printer* easily and naturally makes.

The value of this character for school purposes can scarcely be over-estimated. Besides being the best form in which to give spelling-lessons to young children, the art of *print-writing* in this new character will be an acquisition of great value in after-life. For innumerable purposes, both at home and in business (for *addresses, cards, labels, &c.*), it will be found better than the ordinary written character required for letter-writing.

For spelling practice on the slate, and as a first step towards ordinary writing, the art of *print-writing* in this new character is strongly recommended to the notice of all interested in Education. Children who practise it will pass easily from it to the ordinary written character at a later stage.

PART I.—READING-LESSONS.



cat



hen



pig



dog



tub



fly

[NOTE.—Read these words to the child ; then make the child read them till it is perfectly familiar with them. Endless mistakes and confusion arise from overlooking the simple principle that the *reading* of a word should come first, and the *spelling* of it afterwards. **NEVER ASK A CHILD TO SPELL ANY WORD TILL IT HAS PRONOUNCED IT.**]

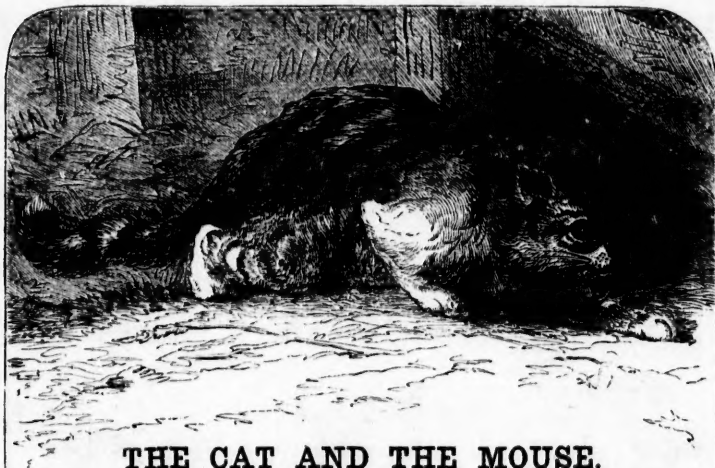
EXERCISE.

dog, cat, hen, pig, tub, fly.

A dog and a cat.

A hen and a fly.

A pig and a tub.



THE CAT AND THE MOUSE.

This is a cat.
It is a fat cat.

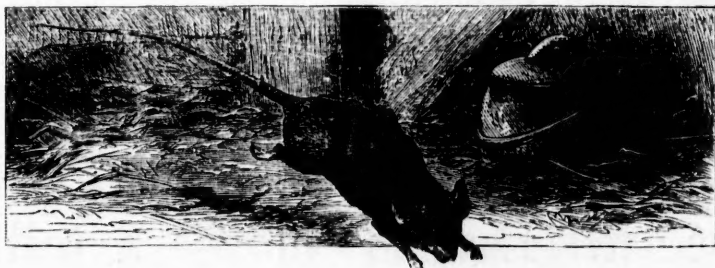
I can see its tail.
I can see its paws.

It has a long tail.
It has soft paws.

[Teach the children to read the words at sight without spelling them. Spelling should be a separate exercise. An *oral* lesson in spelling, or a *slate exercise*, may be given each day from the Word-lessons at the end of the book.]

The cat sees a mouse.
Run, mouse, run!

If you do not run,
the cat will catch you.



This is the mouse:
the cat did not catch it.

[Before proceeding to the next page, make the children read the above sentences in a different order. For example—"this is a cat;" "it has a long tail;" "I can see its tail;" and so on. Most of the lines may also be turned into questions, by simply transposing the words, and pointing to them on the wall-sheets in the following order:—"is this a cat?" *Answer*—"this is a cat." "has it a long tail?" *Answer*—"it has a long tail," &c.]

1.

Do you see the cat? I can see it. It is a fat cat. It has soft paws.

2.

This is its tail. It is a long tail. I can catch its tail. The cat can catch its tail.

3.

Do you see the mouse? I see it. Has the mouse a tail? It has a long tail. This is its tail.

4.

Cat! do you see the mouse? The cat sees the mouse. Run, mouse, run! the cat sees you. The cat will catch you if it can: run, run, run!

5.

Mouse! do you see the cat?
The mouse sees the cat. Cat!
the mouse sees you. Run,
cat, run! Catch the mouse
if you can.

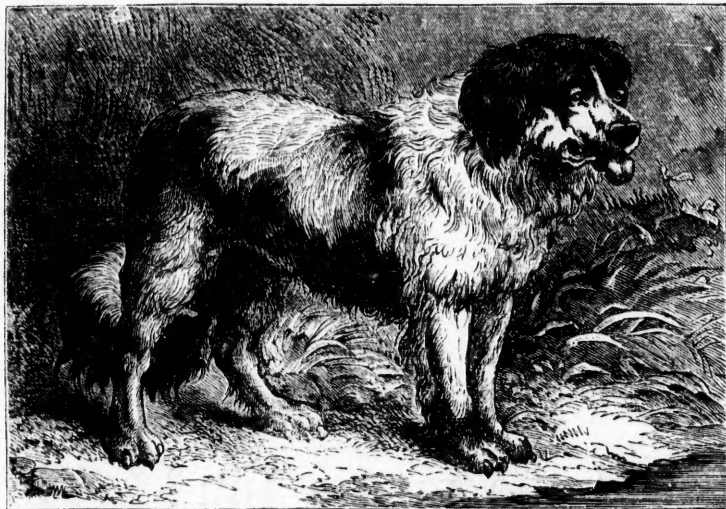
6.

Did the mouse run? The
mouse did run. This is the
mouse. Did the cat catch it?
The cat did not catch it.

7.

Can you catch the cat?
This is it. Catch it if you
can. Run, cat, run! Did the
cat run? It did run. I did
not catch it.

[The sentences in these two pages consist of the same words
as the previous lesson, and no others.]



TOM AND HIS DOG.

Do you see that dog?
It is Tom's dog.

Tom is kind to it,
and the dog loves Tom.

It will play with him,
and do what he bids it.

Tom is at the pond :
he throws in his stick.

Go, dog, bring it out.
The dog swims in for it.



See, here he is with it:
how well he swims!

[This lesson on the *dog*, and the subsequent lessons on the *sheep*, the *hen*, the *bird's nest*, &c., gradually introduce new words to the pupil—a few at a time.]

[The words of the previous lessons, and no others, are here worked up into new sentences.]

1.

This is Tom's dog. If it sees Tom, it will run to him. Run, dog, and catch Tom. Tom will play with the dog. The dog will play with Tom.

2.

This is Tom's stick. Do you see it, good dog? The dog sees it. Tom throws it in the pond. Go, dog, and bring the stick. The dog swims for it. He will bring it out to Tom.

3.

The dog sees the cat. Run, cat, run! If you do not run, the dog will catch you. The cat will run. The dog will run. It will not catch the cat.

4.

Do you see this stick? The dog will catch it, and play with it. If Tom throws it, the dog will run and bring it to him.

5.

The mouse is in the pond. Go, cat, and bring it out. The cat will not go. The mouse swims. See! it is out of the pond! The cat sees it. Run, mouse, run!

6.

The cat is at play. It has Tom's stick. Cat! do not play with the stick. If the dog sees you, you will run. Run, cat; the dog sees you!



THE SHEEP AND THE LAMB.

This is a sheep:
it eats the green grass.

It has a warm coat
of soft, soft wool.

Some day, good sheep,
we must cut it off.

Here is a young sheep:
it is called a lamb.

Its soft coat of wool
is as white as snow.



Come to me, white lamb,
and eat from my hand.

The lamb will not come:
it runs to the sheep.

1.

Come, Tom, come and see
the young lamb. You must
not bring the dog.

2.

Here is the lamb, on the
grass. Run, and see if we can
catch it. Run, Tom, run! See!
the lamb has run to the sheep.

3.

Do you see its soft coat of
wool? It is white as snow.
Come, snow-white lamb, and
play on the soft green grass.

4.

O Tom! the lamb is in the
pond! See! there it is. Here
is a long stick. Catch the
soft wool with the stick, and
bring the lamb out. It is out!

5.

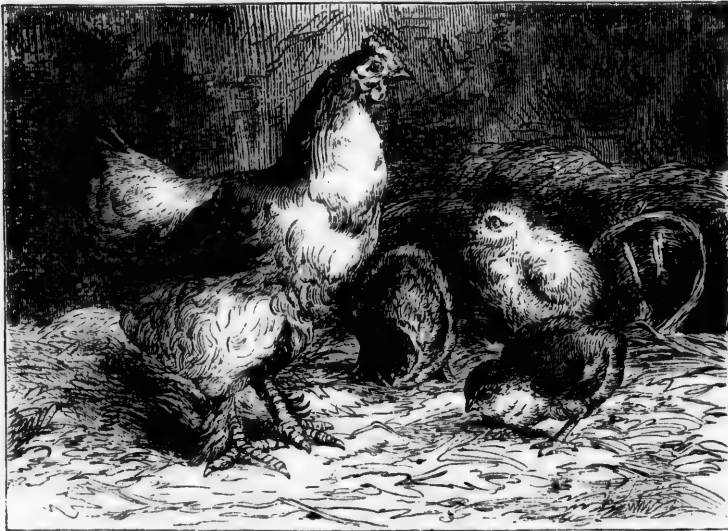
Bring the cat out to the grass, and play with it. It will run on the grass. Come, cat; come out to the soft, green grass.

6.

The cat can catch its tail. See how it will run to catch it. The cat has soft paws. Its soft paws will catch its long tail.

7.

Tom's dog must not run at the cat. It will catch it if it can. Dog! if you run at the cat, I will run at you with a stick. If you see the stick, you will run from me.



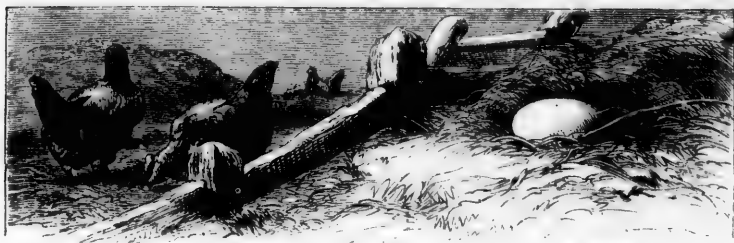
THE HEN AND ITS CHICKS.

This is a hen :
these are her chicks.

I see one, two, three.
Hen ! call them back.

Look how they run
when she calls them !

The hen gives us eggs:
let us look for one.



Here is one in the straw:
how fresh and new it is!

The white hen laid it:
she has no chicks.

We shall not take it,
till she lays some more.

1.

Tom has to go for eggs. Let us go and see the sheep and its young lamb. They are out on the grass. Tom will come when he has the eggs. He will bring the dog with him, and we shall see it when it swims in the pond.

2.

Here we are on the soft, green grass. Tom has come back. Did you bring the eggs, Tom? Here they are; one, two, three;—one for you, one for Tom, one for me. We shall take them with us. Tom eats two eggs a-day. You see how fat he is.

3.

Look, Tom! Did you see the cat run to catch the chicks? Do run back; if the cat catch them, it will eat them. Run, Tom; and we shall play with the dog till you come back.

4.

Tom is off to catch the cat. This is his new coat. How warm it is! It is of soft wool, cut from the back of a sheep.

5.

See! Tom has come back! He has cut a new stick for me. He has it in his hand. How kind he is! Thank you, Tom. Come, now, let us go. We shall go to the pond and see the dog swim.



THE BIRD AND ITS NEST.

This is a bird's nest.
May I look in? Yes.

I see three eggs in it,
but no young ones yet.

Where is the bird?
It will soon be back.

See, there it comes !
It flies back to its nest.

Now it is in the nest,
and it sits on the eggs.



Its mate is on the tree.
He sings a sweet song.

There will soon be
young birds in the nest.

1.

This is the tree where the bird has its nest. Let us look in it now. Here it is. I can see three young ones in it—one, two, three. How soft and warm they are! We may look at them, but we must not take them out.

2.

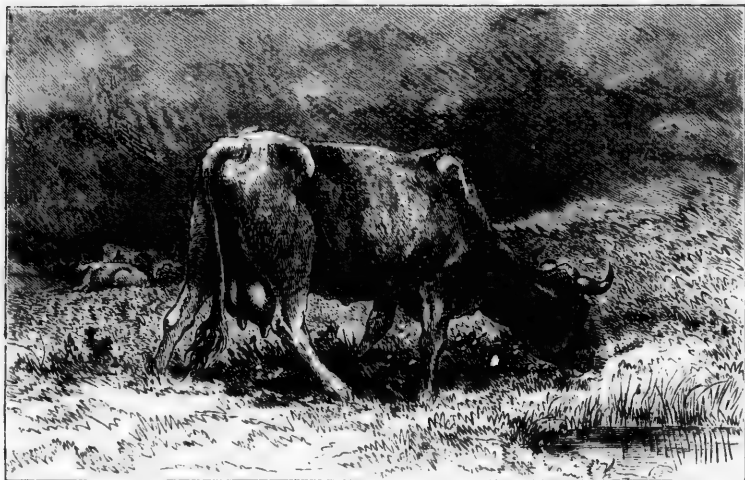
Here is the bird. It sees us. Let us go back, and see what it will do. See! it flies to the nest! It loves its young ones. There is its mate. He is up on the tree. He loves to sing when the hen bird is in the nest with its young. How sweet his song is!

3.

Now let us go back to the soft green grass at the pond. See! there is the sheep with a bird on its back! The bird will take some of the soft wool of the sheep for its nest. See! it is off with some! and now it flies back to its nest.

4.

The sheep loves its lamb, and the lamb loves me. The hen gives us eggs, one, two, three. The bird sings a song, as it sits on the tree. God loves the bird that sings in the tree. God loves the lamb, and God loves me.



THE COW ON THE GRASS.

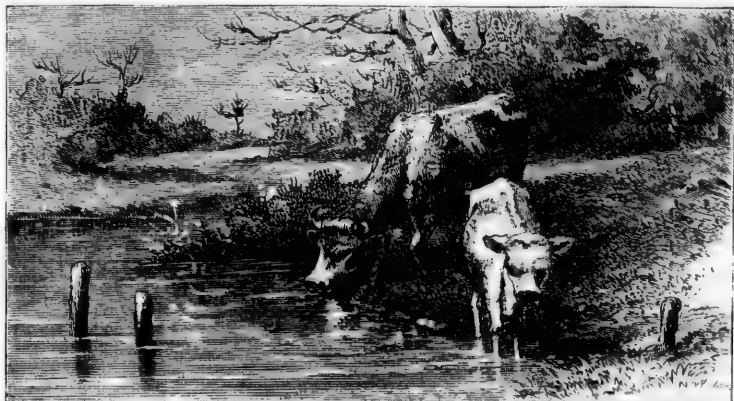
This is a cow:
it is out on the grass.

There has been rain,
and the grass is green.

God sends the rain:
it makes the grass grow.

The cow eats the grass:
the grass is its food.

The cow gives us milk.
Thank you, good cow.



Here is a young cow:
it is called a calf.


It has come to the pond
with the cow, to drink.

1.

The rain is off. Let us go out.
How green the grass looks!
Where is the lamb? See! it
has run to the sheep to drink.
The milk of the sheep is its
food. Some day the lamb will
grow to be a sheep, and it
will eat grass.

2.

Do you see Tom's dog catch
the tail of the cow? If Tom
sees you, dog, he will make
you run. There is Tom. He
runs at the dog with his long
stick. Tom throws his stick
at the dog. The stick makes
the dog run.



PART II.—WORD-LESSONS.

LESSON 1.

at	r-at	an	r-an
c-at	s-at	c-an	and
f-at	th-at	m-an	h-and
<i>A cat.</i>	<i>A rat.</i>	<i>A man.</i>	<i>A hand.</i>

LESSON 2.

-ad	-ag	am	as
b-ad	b-ag	l-amb	h-as
l-ad	r-ag	sh-all	h-ave
<i>A lad.</i>	<i>A bag.</i>	<i>A lamb.</i>	<i>I shall.</i>

LESSON 3.

-ar	t-ar	-ap	ass
b-ar	st-ar	c-ap	l-ass
f-ar	are	l-ap	gr-ass
<i>A bar.</i>	<i>A star.</i>	<i>A cap.</i>	<i>An ass.</i>

LESSON 4.

-ed	l-ed	-et	y-et
b-ed	N-ed	g-et	y-es
f-ed	r-ed	l-et	fr-esh
<i>A bed.</i>	<i>Ned.</i>	<i>Red.</i>	<i>Yes.</i>

LESSON 5.

-en	m-en	h-en	end
B-en	p-en	th-en	b-end
d-en	t-en	wh-en	s-end

A den. Ben. A hen. An end.

LESSON 6.

-em	b-eg	-est	ell
h-em	l-eg	b-est	t-ell
th-em	egg	n-est	w-ell

A hem. An egg. A nest. A well.

LESSON 7.

be	we	b-ee	b-een
me	she	s-ee	gr-een
he	the	tr-ee	sw-eet
here	these	thr-ee	sh-eeep

We see. A tree. A sheep. Three.

LESSON 8.

is	if	its	th-is
h-is	it	s-its	w-ith

This. His. With. Its.

LESSON 9.

-id	k-id	in	-im
b-id	l-id	p-in	h-im
d-id	h-id	t-in	sw-im

A kid. A lid. A pin. Tin.

LESSON 10.

of	or	g-ot	on
off	f-or	n-ot	ox
s-oft	n-or	G-od	b-ox

A box. An ox. Soft. God.

LESSON 11.

-og	-om	-op	t-op
d-og	T-om	h-op	st-op
fr-og	fr-om	m-op	sh-op

A dog. A frog. A mop. A top.

LESSON 12.

us	-un	-ub	b-ut
up	r-un	r-ub	c-ut
c-up	s-un	t-ub	m-ust

A cup. A tub. The sun.

LESSON 13.

ill	m-ill	-ick	-ing
h-ill	t-ill	ch-ick	s-ing
f-ill	w-ill	st-ick	br-ing
<i>A hill.</i>	<i>A mill.</i>	<i>A stick.</i>	<i>A wing.</i>

LESSON 14.

-ilk	ink	w-ink	i short e silent
m-ilk	l-ink	dr-ink	g-ive
s-ilk	p-ink	th-ink	l-ive
<i>Milk.</i>	<i>Silk.</i>	<i>A drink.</i>	<i>A link.</i>

LESSON 15.

-ong	-ond	o like ū	o like ū
l-ong	f-ond	c-ome	l-ove
s-ong	p-ond	s-ome	gl-ove
<i>A song.</i>	<i>A pond.</i>	<i>Some.</i>	<i>A glove.</i>

LESSON 16.

-ood	-ook	m-oon	to
f-ood	b-ook	s-oon	do
g-ood	l-ook	w-ool	too
<i>A book.</i>	<i>The moon.</i>	<i>A stool.</i>	<i>Wool.</i>

LESSON 17.

sc	-ow	sn-ow	-oat
go	s-ow	gr-ow	c-oat
no	r-ow	thr-ow	b-oat
<i>Snow.</i>	<i>A boat.</i>	<i>A coat.</i>	<i>More.</i>

LESSON 18.

-ow	h-ow	-ouse	out
c-ow	n-ow	h-ouse	st-out
s-ow	b-ow	m-ouse	tr-out
<i>A cow.</i>	<i>A sow.</i>	<i>A mouse.</i>	<i>A trout.</i>

LESSON 19.

my	-ind	-ite	-ine
fl-y	f-ind	k-ite	m-ine
sk-y	k-ind	wh-ite	w-ine
<i>A fly.</i>	<i>A kite.</i>	<i>Wine.</i>	<i>The sky.</i>

LESSON 20.

all	c-all	-aw	j-aw
b-all	h-all	p-aw	str-aw
<i>A ball.</i>	<i>A hall.</i>	<i>A paw.</i>	<i>Straw.</i>

LESSON 21.

c-alf	b-ack	c-atch	th-ank
h-alf	J-ack	l-atch	b-ank
<i>A calf.</i>	<i>Jack.</i>	<i>A latch.</i>	<i>A bank.</i>

LESSON 22.

-ake	l-ake	-ade	-ate
b-ake	m-ake	f-ade	g-ate
c-ake	t-ake	m-ade	m-ate
<i>A cake.</i>	<i>A lake.</i>	<i>A gate.</i>	<i>A mate.</i>

LESSON 23.

ail	h-ail	aid	-ain
t-ail	p-ail	l-aid	p-ain
n-ail	s-ail	m-aid	r-ain
<i>A tail.</i>	<i>A nail.</i>	<i>A maid.</i>	<i>A pain.</i>

LESSON 24.

b-ird	h-er	one	th-ey
th-ird	h-erd	young	th-ere
<i>A bird.</i>	<i>One.</i>	<i>There.</i>	<i>Where?</i>

LESSON 25.

eat	b-eat	-ew	y-ew
m-eat	n-eat	f-ew	y-ou
s-eat	h-eat	n-ew	two
<i>New meat.</i>	<i>Two seats.</i>		

LESSON 26.

-ay	m-ay	l-ay	w-arm
d-ay	s-ay	pl-ay	wh-at
<i>A day.</i>	<i>May.</i>	<i>Play.</i>	<i>What?</i>

SCRIPT ALPHABET.

a b c d e f g h
i j k l m n o p q
r s t u v w x y z.

The above shows the Alphabet in Script, or looped letters; but this character should not be taught till a later stage. It is much too difficult at first, especially in the case of the capitals, as will be seen from the following example:—

PRINT-
WRITING.

Dog

SCRIPT.

Dog

The print-writing character shown in the previous pages is the best for Primer slate exercises.